UNIT 7 PLANNING TEACHING AND LEARNING OF EVS

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7.0 INTRODUCTION

In the previous chapters of this Unit, you have learnt about a variety of teaching-learning strategies and methods, especially those which are effective for teaching-learning of EVS. You also know that the most important reference and document for you as a teacher, during the year, is the school time-table. You will thus have many thoughts and concerns currently about how can you make the innovative teaching-learning methods a part of your teaching time-table? This chapter will focus on the same.

Planning is the basis of any successful process. No successful work is possible without planning. In this chapter, we will learn about planning the teaching-
learning of EVS better. This will require annual planning as well as lesson planning. This process will also require that you plan for the necessary teaching-learning material and also for the participation of students in the learning process. You would thus need to plan keeping in view the abilities, specialties and diversities of different students. It is so because, every child is special!

### 7.1 LEARNING OBJECTIVES

On completion of this Unit, you will be able to:

- narrate the need for planning
- explain the steps involved in planning
- prepare daily lesson plans for EVS
- prepare the annual plan for EVS and its correlation with other subjects
- develop students’ learning profile and plan for their continuous progress and development

### 7.2 THE NEED FOR PLANNING

Planning is preparing a sequence of action steps to achieve some specific goal. If you do it effectively, you can reduce much the necessary time and effort of achieving the goal. In disciplinary terms, planning is referred to as a ‘management technique.’ A plan is like a map. When following a plan, you can always see how much you have progressed towards your goal and how far you are from your destination. Knowing where you are is essential for making good decisions on where to go or what to do next.

In terms of the formal teaching-learning process, planning is important for not your effectiveness, but it is rather more important that good planning of the teaching-learning calendar leads to good learning environment and improved learning and progress of learners. Thus in education, planning becomes all the more important.

Planning is also crucial for meeting your needs during each action step with your time, money, or other resources. With careful planning you often can see if at some point you are likely to face a problem. It is much easier to adjust your plan to avoid or smoothen a coming crisis, rather than to deal with the crisis when it comes unexpected.

Samir was undertaking a distance education programme in education. As a part of this programme, he was required to submit an assignment before the next Thursday. He received the folder last week, but he could manage time to actually open the assignment folder and read it only last Friday.
Even now, he had about 6 days time to complete his assignment. Since he had adequate time, he relaxed a bit and thought that he would begin the work only that night.

In the evening, he remembered that it was the day of final cricket match of the Asia cup. He thought, “I still have 5 more days to complete this work, tonight I shall enjoy the match and later on do the assignment.”

The next morning when he actually read the assignment, he realized that he needed some reference material which was not available with him at time. So he called up his friend for help, but the friend was out of station. Now he was worried, but then he decided to go the public library by himself to get the necessary reference material. Oops, Monday was a public holiday! Now he had no option. Fortunately, his friend returned to the station on Tuesday and helped him, so he managed to submit his assignment before Thursday.

However, he thought about the complete episode.

Look at the case and try to find out the probable answers of questions given below.

- Do Samir have enough time?
- Who is responsible for his situation?
- He is still scared. Do you help them? How?

Planning is important in every stage of your work. It will help you to understand the situation and also in dealing and addressing a problem/an issue, which you may face during the teaching work. Planning will give us clarity mainly in three areas, preparation, process and product.

i. Path clarity of the work: Planner can help you visualize the entire work schedule and the various steps contained. This way you can also prepare the entire work and its segments and logical breaks

ii. Assumptions: Good planning will provide the opportunity to review the various assumptions that you as a teacher may have about the implementation of teaching-learning process. This will always be useful for achieving the expected results.

iii. Futuristic assurance: Planning will prepare you to plan for the various concerns with regard to environmental and social aspects, also.
Check Your Progress-1

Name the 3 key areas about which planning provides clarity.

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7.3 STEPS IN PLANNING

“The bell rang. The boys entered their classes. The headmaster took me to my class and introduced me to the pupils.

“Listen boys!” he said. “Henceforth, Mr. Laxmiram here, will be your class teacher. You must obey his orders and no pranks and mischief, I warn you!”

I looked at the children who were to be in my charge for the next twelve months. I could see some of them smiling; some winking at each other; a few nodded stiffly. One or two stared at me in mock wonder; the rest stood looking totally unconcerned.

I looked on. “These are the children I have to teach; this strange mischievous lot!” I thought to myself. I was a little unnerved, but I recovered. “Nothing to worry,” I told myself. “I will take them on by and by.”

I took out from my pocket the notes I had prepared the previous night, and glanced at the list of activities I had made:

First, a game of silence; next, checking up of classroom cleanliness to be followed by a chorus song; and lastly, some conversation with pupils.

I told my pupils, “Come on, let us play the game of silence. When I say ‘Om Shanti’ each one of you will be absolutely quiet. I will then close the door. It will be dark in the classroom. Since we shall all be quiet, we shall hear the sounds outside and around us. It will be a great fun. You will be able to hear flies buzzing around and even your own breathing. After that I will sing a song. You will just listen.”

I finished speaking and then started the game. ‘Om Shanti!’ I said. But the boys continued to talk and to push one another. ‘Om Shanti!’ I repeated again and again but it had no effect. I became a little uneasy. I couldn’t shout at them to shut up and behave.
I could not beat them into obedience. So I went on with the game. I closed the shutters of the windows and the door. It was now dark in the classroom. The students started their own game. Some started making a low humming noise; some started making catcalls; some started stamping their feet. One fellow clapped and soon the others joined him; another laughed and the whole class followed, suit. I was abashed. I turned pale. I opened all the shutters and went out of the classroom for a while, when I re-entered, the whole class had become boisterous. The children were calling out ‘Om Shanti!’ to one another in mock imitation of my words. Some were closing the shutters of the windows.

“My notes have turned out to be impracticable,” I thought. “It was easy to prepare notes at home and imagine teaching; in practice it is a tough task. It is absurd to talk of the game of silence at this stage to a group of children who have all along been brought up in an atmosphere of noise and disorder. I shall now begin afresh from where I went wrong. It was good in a way that I slipped up at the very first step. Tomorrow I will try a new approach.”

“Boys,” I said, “we won’t have class anymore today. We shall meet tomorrow. You can have the day off today.”

At the words ‘day off’ the boys rushed out of the class shouting ‘holiday’. They ran out, jumping and making such a noise that the teachers and pupils of other classes wondered what the matter was.”

This case study is from a well known book on pedagogy ‘Divaswapna’ by Shri Gijubhai Badheka. Mr. Laxmiram is an enthusiastic teacher and wants to introduce the new teaching methods in his class. But, very first day his planning was failed. At the end of the day he thought about ‘what went wrong’.

He made a list of possible factors for the failure of his plan (of his very first day in the class). It included the following:

- Before planning one must to know the learners and the prevailing learning environment
- Planning should be according to students’ age and interest
- The teaching-learning method is as important as the content being learnt, hence a good plan should focus on both
- A lesson plan must provide some challenges to learners, this leads to positive enforcement of learning
- For an adult, working with younger children is rather challenging
- A good plan must have alternatives

Almost all teachers have concerns, anxieties and challenges like Laxmiram every day. Good planning can be an effective tool to handle many of these challenges. A lesson plan is the facilitator’s road map of what needs to be taught and learnt and how it will be done effectively during the class time. The process of creating
an effective lesson plan, certain minimum steps must be followed. You would have already learnt about these in Block 1 and 2. Let us recapitulate them:

- **Teaching Points**: From the lesson to be dealt with the topic the key teaching points need be identified.
- **Outline Learning Objectives**: The second step is to identify the learning objectives for a lesson/series of lessons on a single topic based on the teaching points.
- **Plan the Introduction and the Specific Learning Activities**: What is the major type of learning objectives—knowledge, understanding, application skills, attitude etc. and what teaching-learning methods would be most appropriate to accomplish these? How are going to link up this lesson with the last one. If a topic is being dealt with, how will this be introduced?
- **Plan to Check for the Learning and Understanding**: During the class/es, how will you know if students are comfortable learning and that the learning cycle for each child is being supported well?
- **Develop a Conclusion and a Preview**: How are you planning to recapitulate? What are the key messages/learnings/impressions, you think the learners must be able to exhibit then, and/or recall at a later point of time.
- **Create a Realistic Timeline**: One of the most scarce (and finite) resource that formal teaching-learning processes are limited by is time. An effective lesson plan must be realistic about time.
- **Presenting the Lesson Plan**: Letting your students know what they will be learning and doing in class will help keep them more engaged and on track.
- **Reflecting on Your Lesson Plan**: A lesson plan may not work as well as you had expected due to a number of factors. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently.

**Check Your Progress-2**

a) **State the minimum steps to be followed during the process of planning teaching-learning of EVS.**

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7.4 PLANNING EVS LESSONS

The above steps and tips are useful for making lesson plans in general. What are some of the important aspects that are crucial for preparing lesson plans the syllabus of EVS as per NCF 2005.

In Block 1 you have learnt that the syllabus is developed with a child centred approach and with the philosophy that each learner constructs knowledge, based on his/her experiences. You have also learnt that EVS is a composite area of study; it is multidisciplinary, dynamic and closely related to the real-life situations and environment of the learner. The focus of EVS learning is more on formation of attitudes, values, modification of behaviour and development of skills. Thus while planning the year and each lesson within the academic session, it is important that you keep the following general aspects in mind:

- Take those learning objectives on priority which are related to formation of knowledge values, attitudes and skills
- Design the EVS plan based on those teaching-learning methods and approaches which help bring in real-life experiences into the classroom and which encourage critical thinking
- Wherever and whenever possible, appropriately chose those learning methods which are not only participatory but also encourage children to discover, explore, and invest their immediate environment—social as well as natural.
- The plan of assessment for EVS should focus more on the abilities of learners, their social and learning contexts.

Provided below is a sample EVS lesson plans:

Lesson Plans

Class : III
Subject : EVS
Time : 40 min.
Topic : Human-made and Natural things,
        Living & non-living things
        (Things around us)

- **Teaching Points** : Human-made and Natural things, Living & non-living things
- **Learning Objectives**
  - Students will be able to define and give examples of man-made and natural things.
Planning Teaching and Learning of EVS

- Students could tell the characteristics of living and non-living things
- Students will differentiate between living and non-living things.
- Collect some living and non-living things from their school/home environment
- Draw the line diagram of some living and non-living things

Teaching Aids
Flannel Board, Different objects like Stone, Flower, Plant, Blackboard, Duster, Chalk etc.

Previous Knowledge
Students are aware of the different things around them and can name them / know their names.

Learning Strategies
Inductive-deductive approach

Introduction

<table>
<thead>
<tr>
<th>Questions</th>
<th>Expected Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children, tell the name of the things which you see at home and in your school environment</td>
<td>Trees, Plants, Scooter, Bus, tables, Chairs, Houses, buildings etc.</td>
</tr>
<tr>
<td>Name some things which are created by nature</td>
<td>Water, Plants, Sky, Sun etc.</td>
</tr>
<tr>
<td>Name some things which are made by human</td>
<td>Buildings, Clothes, Table, Chairs, Chalk etc.</td>
</tr>
<tr>
<td>What do we call such things/articles?</td>
<td>Problematic Question</td>
</tr>
</tbody>
</table>
Today we will study about things made by human and things made by Nature.

<table>
<thead>
<tr>
<th>Content (Teaching Points)</th>
<th>Pupil-teacher’s Activity</th>
<th>Student’s Activity</th>
</tr>
</thead>
</table>
| Man-made And Natural things | Pupil-teacher will ask the following questions-  
(a) Let us prepare a list of things which we see in our Environment  
(b) After listing the things on black-board, let us pull out which human Being has made. Whatever left who has created those?  
(c) Pupil-teacher will tell the Students- Those articles which are made by human are called human-made whereas the things which are found in nature are called natural things. | Students will answer the questions- Flowers, Trees, Scooter, car, people, water, animals, houses Chair, table, watch, fruits, chalk etc. List of human made things  
Nature  
Students will give some more examples of human-made and natural things. |
| Living and non-living things | Pupil-teacher will ask the following questions-  
(a) Let us look at the things again. See who possess life who does not have ?  
(b) Give some examples of living things.  
(c) Why are these things called living things? Pupil-teacher will explain the students by showing different living as well as non-living things- The things which can breathe, move, grow and reproduce are called living things. The things which do not have Such capacities breathe are called non-living things. | Student give the list which are noted  
Human, Cat, Trees, Plants, cows etc. Horses, Housefly, mosquito, birds etc.  
Because they can move breathe, grow and reproduce. Students will participate in the process carefully and give come more examples. |
Characteristics of living things

The above said qualities are the characteristics of living things.
The Pupil-teacher will explain this through the strips of flannel board with the help of students

Students will generalise the characteristics of living things.

(i) They breathe
(ii) They eat
(iii) They sleep
(iv) They move
(v) They grow
(vi) They reproduce etc.

“These things are called human-made or natural things and today we studied about the things around us.”

<table>
<thead>
<tr>
<th>Living things</th>
<th>Non-Living Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathe</td>
<td>Do not Breathe</td>
</tr>
<tr>
<td>Move</td>
<td>Do not Move</td>
</tr>
<tr>
<td>Grow in Size</td>
<td>Do not Grow in Size</td>
</tr>
<tr>
<td>Give Birth to Child</td>
<td>Don’t Give birth to child</td>
</tr>
</tbody>
</table>

**FLANNEL BOARD**

Recapitulation

- Pupil-teacher will ask the students to encircle the living things with red colour and non-living things with black colour on previously prepared chart.

Home Work

Pupil-teacher will give the following homework to the students.

Observe the things in your environment and

i. List 5 human made and 5 natural things, surrounding to your school.

ii. List 5 living and 5 non-living things from your environment.

iii. Draw their pictures in your note book.

**7.4.1 DAILY LESSON NOTES**

Lesson plans are an important component of planning and can be crucial, tedious as well as complex, and sometimes repetitive to such a great extent that it may even seem to be useless! And hence as a teacher, over a few years, you may even get a feeling that we can teach and learn effectively without a formal lesson plans.

However, a reflective note taking habit on the execution of lesson plans during the year will prove very effective for you as a teacher. Daily lesson note taking completes the ‘feedback loop’ on lesson plans.
There can be many ways of daily lesson notes—you may create a column of ‘self-remarks/notes’ in the format of the lesson plan; you may maintain a dairy/reflective journal; you may also want to record your observations while children are carrying out their work/activity (as part of a lesson plan); or sometimes, especially if you are using a particular lesson plan for the first time, you may even invite a peer teacher to sit through your class and make use of his/her feedback.

Learners’ feedback can also be very useful for you to include in your daily lesson notes.

### 7.5 ANNUAL LESSON PLANS

Most of the time education department is preparing the annual planning for the teachers. It will help us to plan our lesson and its preparations. Here we have a table for the annual planning. Mostly department or any school level planning is for first three columns. But, last column is important for teacher.

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme /chapter</th>
<th>Lesson</th>
<th>Correlation with*</th>
</tr>
</thead>
</table>

- When we are talking about correlation, it means,
  - Correlation with nature, annual celebrations, Festivals, seasons and any natural phenomena. Here we have an example of Shakuntala teacher. Miss Shakuntala, comes from South India and is a teacher serving in a school in Gujarat. *Uttarayan*, is an important festival of Gujarat, which
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is also associated with Kite flying day. Another important association is that of the practice of eating Til Ka Laddu (Sesame Laddu). Since Uttarayan is celebrated in the month of January, jaggery (Gud) and sesame (Til), besides festival correlation, also has a seasonal correlation—both til and gud are useful for preventing cough and cold. Shakuntala wants to plan a lesson under the theme of ‘food’. How do you think you can help her?

ii. Correlation with other subjects: For example, does a lesson on ‘water’ have any obvious relation with another lesson in language or math?

iii. Correlation with the same theme in other grades: As you know, the EVS syllabus consists of six large themes, which grow in concentric circles. So a lesson within a theme may have correlation with another lesson of the previous year and/or the next year as well. Even though sometimes you, as a teacher, may not find it important to make students aware about such linkages, but as a teacher, while planning, you should know these vertical linkages of topics within a theme.

iv. Correlation with the other themes: For example, a lesson on ‘Shelter’ may have a very close relation with the theme of ‘Things We Make and Do’.

Lets look at the following case of using tree plantation activity and how it is planned?

Rosy teacher realizes that making children understand the importance of plants and animals and develop compassion for the same is an important learning objective of EVS. She thus usually encourages her students to plant trees and take care of them.

As she begins to develop the upcoming year’s plan, she realizes that this seems to be ‘just an activity’ in the previous years—the plantation was done successfully but most plants did not survive; there was no assessment of the efforts made by children towards the plantation activity. However, Rosy strongly believes that this activity is very meaningful and is important to develop positive attitude in the young learners.

So the question is if improved planning of the activity can help her make it more meaningful and effective. This year she thus planned and approached the activity differently. At the beginning of the school year, in late June, she asked her students to make a list of plants they know. She then asked them to categorize the plants in their list, and together they derived the following categories for grouping the plants:

i. Shady plants

ii. Herbal plants
iii. Fruit plants  
v. Flower plants  
v. Ornamental plants

Next day, the students were asked to discuss in their families as to which of the listed plants would they like to grow? After two days, the final list (for the whole class) was ready. Rosy asked the students to reorganize the list to state the required plants under the 5 categories and prepare bar graphs.

The next week students were taken out to visit the nearest nursery of the forest department and were asked to share their requirements with the staff there. The day after, the forest department provided the necessary saplings of the trees to the respective families (based on the list compiled by the students). Rosy had requested the forest department representative to also facilitate a session on what requirements and care do different species of the trees would require for being nourished and grown well.

Rosy was now assured of the survival of the planted saplings.

Based on the above case, note down your response to the following questions:

i. While preparing this lesson plan which points of good planning were taken care of by Rosy teacher?

ii. How many subjects were covered under this plan?

iii. If you were Rosy, do you think this planning and execution exercise was worth achieving EVS objectives? Why?

iv. In your opinion, will the survival rate of plants increase or decrease compared with that of the last year? Why?

v. Can you explain why thematic planning is important in Environment lesson plan?

Initially Rosy had a question of sustainability of the activity and the associated learning. But her timely realization that more planning is required to make this important activity an integral part of her formal teaching-learning schedule. Since this was the first attempt, she needed to put it rather more effort and spend longer time preparing for the same, but the next year, her preparation time is most likely to come down.

In the case, we can also see Rosy planning and managing resources—material, plants, resource person, etc. She also needed to plan for and organize field visit for the students. Most importantly, she ensured that she made the necessary correlation—with the local resources, with season (through plantation activity), with family and local community (through survey in the families).
As you know, the syllabus of EVS has six themes. All the themes are also spread over all three years and the three grades—3, 4 and 5. While planning for EVS, you need to ensure that:

i. You have a learning plan organized thematically (all 6 themes) which may cut across all the 3 years of learning and its progression. For example, if you are talking about food, then the EVS text-books are developed in such a manner that you will be able to reflect vertical expansion of key learning points within the theme for all the 3 years. Thus a plan will help you see the connections between any two grades.

ii. The annual plan and subsequent lesson plans should also consider the local and immediate environment links—like seasonal diversity and events, festivals, local celebrations, etc.

Check Your Progress-3

a) Create a format/framework for lesson plans

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7.6 PLANNING FOR PROGRESS, PARTICIPATION AND RESOURCE USE

So far you have deliberated upon planning based on EVS curriculum and textbook. Curriculum and/or textbook are the key reference point for planning, but there are three other aspects as well which should be considered while planning. These are:

i. Students’ progress: As a teacher your role is not only to ‘teach’ subjects but also facilitate ‘learning’. In Chapter 5 you have learnt about Continuous Comprehensive Evaluation, and that it is important that child’s learning and progress is monitored from time to time. Based on findings of the same, you may need to modify your teaching-learning plan for the class for that year. This is the aspect where teacher’s innovativeness is important. Thus students’ progress is an important factor for executing the plan.
Students’ Participation: As you know different children have different preference for learning styles and hence you are encouraged to use a variety of teaching-learning methods. Thus your plan must be flexible enough to accommodate students’ abilities and learning preference—some students learn better by creating material, some by keeping notes; some may be interested in keeping a file of newspaper cuttings and while others may learn by peer discussion. As a teacher, it is important that your plan is able to engage and involve all children in the class.

Available resources: Good and practical resource planning is an important factor for the success of any lesson plan. Plenty of educational and learning resources are available in the school and its immediate environs. This will be discussed in detail in the Chapter 8.

7.6.1 Students Progress

It was the first day of the school year. Leena was newly appointed teacher and was given the charge of grade 4. All students came forward to welcome Leena. She was very happy. Suddenly she noticed a student in her class who was rather quiet and was sitting in a corner. He was rather unkempt; his big eyes seemed to be devoid of any expressions.

With a little hesitation she smiled to him, but he did not respond. “He is Tad”, informed Apoorva, another student. “He is always like this”, he added. “He is never interested in the class and knows nothing about what our teachers teach.”

A few days later Leena was also convinced about what Apoorva mentioned about Tad. Then came the day of the first monthly test. Tad’s performance was poor in the test. His handwriting was illegible.

Now was the time for teachers to assess students’ performance and record their scores. Leena was now recording Tad’s score. She started to read the previous comments in Tad’s progress report, which were not very positive. Now she recorded her comments as well. At last she picked up Tad’s Learning Profile. “Tad is a brilliant student. He is always enthusiastic and is smiling. He has a very good future!” these were some of the comments in his profile. Leena was surprised. These comments were of Tad’s first year in the school. Leena was curious and thus continued to read further.

“This year, after the first unit test, Tad seems to be little scared. Tad’s mother has some problems, hence Tad is not attending his classes.”

Grade 3: “Tad lost his mother. His father drinks. Tad is very upset. He is not performing at all. There is no one to take care of him”. Leena continued to read, though tears in her eyes had blurred her vision. She felt that a great injustice was done to Tad.
The next day when Leena entered her class, she gave a warm smile to Tad. Tad gave a blank look to her. But as Leena continued to smile, slowly a smile appeared on Tad’s face in response to hers. Four months passed by, it was now Christmas and New Year time. All students were giving a variety of gifts to Leena teacher. She was lovingly accepting all the gifts. Finally, Tad came to her and gave small bracelet made of beads and stones, and also an almost empty perfume bottle to her.

It was now time for the next Unit tests. Tad stood fourth in the class!

You may have ‘Tads’ in your classes as well. It was only through the Students’ Learning Profile that Leena could understand the abilities, competencies and the family situation of Tad.

Students’ profile is useful not only for a single teacher, but also to maintain a continuum over the years and grades that the child moves to. It is important that teachers highlight important aspects (learning preferences, family situation, any sudden and large change in child’s progress and attitude, etc.) in the profile. Only then Profiles can prove to be effective tool for tracking students’ progress and for providing the feedback on the teaching-learning plans. To do this, there are different ways, for example,

- We can develop a comprehensive format in which we can have all the students’ progress record. Such format provides a holistic view of the class and also a comparative analysis. But, it does have some limitation as well. It may not be very student-centred. This format is more useful for and easy to be used by the teacher.

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Learning style</th>
<th>Learning abilities</th>
<th>Interested themes</th>
<th>Last Unit’s achievements</th>
<th>This Unit’s achievements</th>
<th>Notes for next time planning</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
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</tbody>
</table>

- Individual learning profile for each student may be prepared as well. Such a format is most child-centred, but is tedious for the teacher to use and maintain. And an objective comparative analysis may not be arrived at.

7.6.2 Participation of Students in Planning

As you know different children have different preference for learning styles and hence you are encouraged to use a variety of teaching-learning methods. Thus it will be good to involve students in planning process. This will ensure that the plan prepared by you is flexible enough to accommodate students’ abilities and learning preferences—some students learn better by creating material, some by keeping notes; some may be interested in keeping a file of newspaper cuttings.
and while others may learn by peer discussion. By involving students in the planning process, your plan will also be able to engage and involve all children in the class.

7.6.3 Resource Planning

Identifying a variety of educational resources and creating new ones, based on requirement, is an important step in planning process. It is so because to accomplish the various learning activities mentioned in the lesson plans, the teacher needs a resource. Students’ involvement in generating a school bank in the classroom/school is advisable. You will learn more about Resources for teaching-learning of EVS in the next chapter.

7.7 LET US SUM UP

This is not a chapter on pedagogy, yet the chapter deals much with the applied part of study in education. Each one of us has our own way of planning, but following certain minimum common steps will ensure that your plan is practical and effective.

The chapter is written with teacher as the main focus, because the teacher is an architect of the students. Any architect needs to keep a few things in mind:

- Her creation should be self-explanatory
- Her work must be an innovation
- Her creation (learner) has its own identity
- The creative output must be sustainable
- Correlate with local factors and circumstances

Planning for teaching-learning of EVS requires that your lesson plan has made the necessary correlations and interconnections. Further, it is important for teachers to understand the planning should range from annual plan to daily notes taking as well. And planning in EVS also requires that natural environment, cultural environment and future sustainability should be incorporated in your plans.

Finally engagement of students in the planning process and resource mobilization are important factors for developing an effective plan. The next chapter will inform you more about resource planning.

7.8 MODEL ANSWERS TO CHECK YOUR PROGRESS

Check your Progress-1

Ans. Preparation, Process and Product
Planning Teaching and Learning of EVS

Check your Progress-2

Ans. Identifying teaching points, outline learning objectives, planning introduction and specific learning activities, planning to check the learning and understanding, developing a conclusion and a preview, creating realistic time line, presenting the full length plan and reflecting on the lesson plan.

Check your Progress-3

Ans.

Date :
Class :
Subject :
Topic :
Teaching Points :
Learning Objectives :
Previous Knowledge :
Learning resources/ Teaching aids :
Learning strategies :

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7.9 SUGGESTED READINGS AND REFERENCES


http://www.lessonplanspage.com/writelessonplan-htm/

National Curriculum Framework 2005, NCERT, New Delhi
7.10 UNIT-END EXERCISE

a. According to you what is better planned, failure or unplanned success? Why?

b. Prepare a lesson based on the table of format provided in the lesson plan section of the chapter.

c. What key points must be considered while planning?

d. For the following statements, write 1 to 4 to take a stand based on the following scale:
   1 = Strongly agree
   2 = Agree
   3 = Disagree
   4 = Strongly disagree

   e. Radhakrishna has been a teacher for more than 20 years now. He knows all his students very well. At the time of inspection, his daily planning book was found to be blank. He ridiculed the need to maintain a teacher’s Planning Book. How do you agree with him?

   f. When your principal asks you about why Fulan’s notebooks are poorly maintained, you immediate think: Fulan’s mother never takes care of her and hence Fulan is a very careless child. As a result her notebooks are poorly maintained. Are you convinced about this line of thinking.

   g. Is planning a tool for success? Justify.

   h. Can we solve all the problems through planning? Justify.